

AIGC Perspective: Innovative Practice of Chinese Poetry and Music Youth Art Education and Path to Cultivating Community Consciousness

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Abstract: Chinese poetry and music are excellent carriers of traditional Chinese culture and perform the functions of youth aesthetic education, literacy cultivation and the shaping of community consciousness, They are also aesthetic education, cultural inheritance and value guidance, Poetry, music, recitation and singing allow young people to experience the appeal of traditional literature and art and accumulate cultural heritage and national sentiment. With the rapid development of AIGC and the spread of digital art education, the deficiencies in traditional poetry and music art teaching have become more prominent, and intelligent change is needed, AIGC is not restricted by the constraints of traditional teaching, and it has added teaching resources, innovated classroom forms, strengthened the cultural identity of young people through immersive personalised scenarios, and created a sense of community, From the perspective of AIGC empowerment, this paper will analyze the existing problems and development trends of Chinese poetry and music youth aesthetic education, clarify the internal connections among the three, explore innovative paths for poetry and music aesthetic education that are in line with the development of youth and the digital education environment, help to modernize traditional poetry and music aesthetic education, and practice the goal of educating people with beauty and cultivating their hearts and souls.

Keywords: AIGC; Chinese poetry and music; Youth aesthetic education; Innovative practice

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1.community consciousness

The combination of Chinese poetry and music, as well as the integration of art and Taoism, is an important artistic carrier in China's aesthetic education system that carries thousands of years of aesthetic concepts, humanistic spirit and national emotions, At this time, young people are developing their senses of beauty, values, a sense of belonging to a community, etc, Through Chinese poetry and music, aesthetic education can be delivered to have students learn to appreciate the charm of poetry and rhythm and understand the spirit of the Chinese nation. Traditional poetry and music art education mainly takes place in the classroom and offline performances; it has a fixed form and slow updates of resources, making it difficult to meet the various aesthetic demands of today's young people, AIGC technology can offer a new path for the innovation of poetry, music and aesthetic education, and through intelligent creation, scene construction, personalised teaching and digital resource integration, it is possible to rebuild the teaching system, Digital teaching of poetry and music has achieved various levels and diverse forms; it can fully stimulate the aesthetic awareness and cultural confidence of young people, cultivate national consciousness and a sense of community in the process of aesthetic education, and promote the change of poetry and music aesthetic education from single aesthetic instruction to cultural and value education.

2.The Current Situation and Development Trend of Chinese Poetry and Music Youth Aesthetic Education

The art education of Chinese poetry and music has a long history and is based on the traditional ideas of poetry and music education, It has gone through ancient music and prose, pre-Qin ritual music, Tang and Song music, folk songs, etc., and has been handed down continuously, In the past, poems and songs were employed by the state to instruct the people and unify various ethnic groups. It can be seen that poetry and music have had both aesthetic

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cultivation and ethnic education functions since their birth, and they are still important references for contemporary youth aesthetic education and community education. Deficiencies in traditional poetry, music and aesthetic education are becoming increasingly evident: outmoded teaching materials, monotonous methods of teaching, emphasis on memorisation and singing, lack of consideration for perception of artistic conception; various new entertainment industries continue to develop, and students have lost their enthusiasm for learning; creation of poetry and music, as well as scene creation, is highly dependent on the ability of teachers. There is an uneven distribution of high-quality teachers, and the number of regional ethnic characteristic courses is constantly declining. Aesthetic education in poetry and music is becoming more formalised and marginalised. Recently, many policies have been released in China to promote aesthetic education, traditional culture and digital education, thus advancing the combination of traditional aesthetic education and information technology. Digitisation, intelligence and collectivisation have become the future directions of the development of poetry and music aesthetic education.

3.New Practice Path of Chinese Poetry and Music Youth Art Education from the Perspective of AIGC Adapt

(1) Innovativation of AIGC with Diversified Curriculum Forms The aesthetic perception of teenagers will change dynamically with the form of the curriculum, and it is an important entry point for carrying out poetry and music education and cultivating a sense of community. By using the innovative course format of AIGC, we can change the single teaching mode and build an integrated curriculum system of appreciation, singing, creation and exhibition, focusing on the development of thematic teaching content around historical context, national narrative and ethnic integration. AIGC is used to restore the background and historical scenes of poetry and music creation, generate supporting music and images for "Man Jianghong" and "The Thatched Cottage Is Broken by Autumn Wind" under the theme of home and country; integrate multi-ethnic poetry and music resources around the theme of ethnic unity to show a cultural fusion style. At the same time, with the help of AIGC's intelligent matching, sound effects, instrumental music and virtual props can be combined with classical poetry and music works, and traditional Chinese music sound effects such as guzheng, guqin, pipa, etc., can be used to create a poetic atmosphere with ancient charm and showcase the elegant and profound nature of Chinese culture. Border ethnic poetry and music works can integrate the timbres of ethnic instruments such as horsehead fiddle, hand drum and lusheng to restore regional ethnic customs and present the unique charm of different ethnic cultures. AIGC can intelligently match scene images, instrumental music and performance props according to different poetry and music themes to present the cultural connotations and ethnic heritage of each poetry and music work accurately; young people can experience the inclusive and symbiotic beauty of Chinese poetry and music in various curriculum experiences, strengthen their cultural identity and sense of community.

(2) AIGC Innovation Control of Teaching Rhythm System: The rhythm of words, recitation and melody are all in harmony, and controlling the speed of expression directly affects how well poems and music are taught in aesthetic education. AIGC can analyze the mood, rhythm and emotional reasons for poetry, which can help correct the shortcomings in traditional teaching that are only based on teachers' intuitive experience. The rhythm has the artistic conception and ideas of the work, but in traditional classrooms, students often just sing along to the beat and fail to grasp the emotional connotations hidden in that rhythm. Using AIGC technology, various works of classic poetry and music can be broken down into rhythm, layered labeling, and then intelligently adapted. According to the meaning and emotional characteristics of the poem, the speed of recitation, the singing rhythm and music rhythm can be adjusted to help express the aesthetic concepts of art and convey emotions. For example, when reciting gentle and elegant landscape poetry and music such as "Spring River Flower Moon Night", AIGC can adapt to the soothing and melodious rhythm of the music and a gentle and leisurely pace of recitation to enhance the ethereal and distant poetic atmosphere of the poetry; when performing bold patriotic poetry and music such as "Breaking through the Formation and Composing Powerful Poems for Chen Tongfu to Send", it can be adapted to the passionate and strong rhythm of

recitation to strengthen the emotional tension of patriotism. At the same time, AIGC can intelligently correct and optimise the rhythm of individual students' recitation and singing, help them move away from mechanical imitation of beats, feel the emotional and aesthetic connotations contained in rhythm more deeply, and integrate their own emotions and aesthetic cognition with poetry and music rhythm, Help the students learn that the rhythm of poetry and music is not a fixed rule but rather a natural way of expressing emotions and artistic ideas, By precisely regulating the speed of teaching, we can achieve an all-encompassing enhancement in the quality of education for poetry and music by fostering students' profound aesthetic experiences in poetry and music, cultivating cultural consciousness, igniting public awareness and social consciousness, etc.

(3) AIGC Innovation and Optimization of Course Rhythm and Rhythm: m are the fundamental aesthetic traits of Chinese poetry and music; they refer to tonal patterns, changes in breath, emotional fluctuations, etc., which determine whether recitation and singing have an artistic charm, Learning to grasp the rhythm and melody can help young people feel less like rote learning of text and better appreciate the humanistic connotations and national character of the works, Traditional teaching often focuses on memorisation and singing, ignores breath control and emotional expression, and is therefore dull and uninteresting. AIGC technology can accurately extract, decompose and reconstruct the original rhythm and tune of poetry and music, Through intelligent simulation, layered demonstration and dynamic demonstration, it can help students feel the flow patterns of poetry and music breath and the logic of rhythm change, Taking the teaching of classical Yuefu poetry and Tang Song poetry as an example, AIGC can systematically break down the rules of tone, rhythm arrangement and breath fluctuations in these works, deeply connect the poetic structure of "starting, inheriting, turning and combining" with rhythm and rhyme, enable students to clearly feel the dynamic changes of poetry and music rhythm. At the same time, AIGC can help students form a linkage mechanism among text, rhythm, breath and emotion through visual rhythm maps and dynamic breath demonstrations, so that poetry and music expression are no longer just a collection of text and melody, but an aesthetic expression that is connected by rhyme and full of emotion, In terms of aesthetic education and community cultivation, teachers can use AIGC technology to guide students to focus on the deep connotations of poetry and the charm of music, understand the continuous inheritance of Chinese cultural context and national spirit through the flow of rhythm, deepen students' cultural perception and cohesion of national emotions in the infiltration of charm, and transform poetry and music aesthetic education from superficial skill teaching to profound humanistic literacy and community consciousness cultivation.

4.The Implementation Techniques of Innovative Practice and Community Cultivation in Poetry, Music and Art Education from the Perspective

(1) Theof AIGC core points of innovative practic: AI skills are an integrated approach to various technologies, poetry, music, art, aesthetic education and value cultivation, It will help improve the quality and efficiency of poetry, music and aesthetic education in the digital era and promote the formation of community among young people, In the digital aesthetic education scene, by using essential skills such as AIGC intelligent creation, scene generation, rhythm optimisation and resource integration, it is possible to overcome the limitations of traditional poetry and music teaching and give art classes for poetry and music new vitality, technological attractiveness and cultural richness. AIGC-assisted poetry and music learning can be used to have teenagers create poetry and music with intelligent tools, learn about artistic conception, and express themselves creatively, They can learn the basic skills of poetry and music recitation, singing and creation, and also explore the cultural connotations and community values hidden in poetry and music works deeply; thus, learning poetry and music will no longer be about improving artistic skills alone but will also achieve cultural identity and value sublimation, AI and digital technology are being used to help learn traditional culture, music, poetry, other areas, and aesthetic contemplation for young people by creating various personalised experiences, offering personalised guidance in daily learning, etc. By using many kinds of technology, a complete and three-dimensional digital aesthetic education system will be built to fully reveal the

artistic charm and educational value of Chinese poetry and music, Different types of poetry and music works, as well as different stages of aesthetic education teaching, have common requirements for the application of AIGC practical skills, and all of them need to follow the core principles of "beauty as the core, technology as the application, and cultural people", with the primary goal of enhancing the aesthetic literacy of young people and cultivating community consciousness, The aesthetic education ecology of the digital age and the digital learning habits of young people provide new soil for the application of AIGC's poetry and music aesthetic education practice skills. By accurately using intelligent practice skills, traditional poetry and music culture can be revitalised, and young people can gain a deeper understanding of the inclusivity and unity of the Chinese cultural context in digital poetry and music aesthetic education to build an emotional foundation for the national community.

(2) Relying on the characteristics of aesthetic education to optimise intelligent practical skills: First, Chinese poetry and music art education has distinct humanistic, national and practical attributes, Poetry and music teaching at different stages, in different educational scenarios, and with different cultural themes have various educational focuses, Therefore, the application of AIGC practical skills needs to be adapted according to local circumstances and meet the requirements of art education and educational needs. Youth poetry and music art education can be divided into three stages: primary school awakening, junior high school development and high school deepening, There are different levels of cognition, aesthetic ability and value perception among students at different stages, so the corresponding AIGC empowerment techniques need to be adapted and adjusted precisely at various layers, The main purpose of the primary school stage is to arouse interest in poetry and music among students and cultivate their sense of aesthetics. AIGC can be used to reduce the difficulty of poetry and music creation, generate cartoonish poetic scenes and light musical materials; in junior high school, the focus should be on cultural literacy and emotional sensitivity, AIGC can be used to analyse the background of poetry and music, restore artistic conception, create simple compositions, etc.; in high school, the emphasis is on cultural cultivation and values, AIGC can be used to create new poems and works of art with various ethnic features, as well as improve the quality of community-themed poems and music. At the same time, there are many types of poetry, music and aesthetic education, such as classical poetry, ethnic poetry, and red poetry, The disciplinary traits and educational aims of all the subjects are different, The classical poetry and music course is about inheriting the cultural context and classical aesthetics of ancient times, so we can use AIGC to adjust the rhythm and tune of traditional poems and create historical scenes; The ethnic poetry and music course shows the charm of various cultures and fosters a sense of unity among them, It needs to use AIGC to integrate various elements of ethnic poetry and music and combine different musical features; the Red Poetry and Music course aims to cultivate patriotism and build community consciousness, so AIGC can be employed to create immersive red scenes and strengthen the inheritance of the red spirit, If students want to enhance the effect of learning poetry and music, deepen their understanding of the community, they need to grasp the disciplinary characteristics and educational goals of different courses accurately, integrate AIGC intelligent skills with the characteristics and aims of aesthetic education in an organic way, form personalised and distinctive aesthetic expressions and cultural insights based on mastering general digital learning and creation skills, and achieve a transition from passive knowledge reception to active cultural inheritance and conscious cohesion of community consciousness.

(3) Application Ideas and specific forms of practical skills : In the practice of poetry and music art education empowered by AIGC should be flexibly adapted to teaching scenarios, fitted to the connotation of works, and achieved in the process of educational goals, Mechanical application and rigid stacking of technical tools should be avoided, or otherwise, it will lead to a disconnection between technology and art education, a separation between form and connotation, and weaken the aesthetic value and educational effect of poetry and music, The essential task of poetry and music art education is to inspire beauty and spread culture. AIGC is merely a tool, Only by flexibly using skills in accordance with the cultural connotations of poetry and music, the growth laws of young people, and the needs of community cultivation can the core values of digital art education be truly achieved, Taking traditional

poetry and music composition teaching as an example, if students only mechanically use AIGC to generate standardised music and fixed scene images without considering the creative background, cultural atmosphere and emotional themes of poetry and music works, even if the technical presentation effect is excellent and perfect, it cannot convey the deep humanistic charm and national sentiment of poetry and music, and the aesthetic education effect will be significantly reduced. Taking the teaching of the classic national poetry and music work "The Book of Songs: Picking Weiwei" as an example, if we only use AIGC to generate universal music and images, disregard the patriotism, ancestral spirit and traditional cultural heritage in the work, and mechanically complete the singing and performance, it will be difficult for students to feel the beauty of the continuity of Chinese culture and achieve the goal of cultivating a sense of community. In actual teaching, students should be able to integrate the thematic connotations, cultural attributes and emotional tones of poetry and music works, flexibly use AIGC tools, and reasonably apply practical skills such as intelligent creation, scene optimisation, rhythm adjustment and artistic conception rendering. According to the changes in the class environment, students' study requirements and actual performance, they will modify their application forms for the technology. At the same time, it is necessary to balance the relationship between technological empowerment and the humanistic core, and always maintain aesthetic enhancement, cultural inheritance and community cultivation as the focus, avoiding too much accumulation of technology that would lead to a reversal of priorities in aesthetic education. Through flexible adaptation and precise application of techniques, AIGC technology can genuinely serve the goal of improving the quality of poetry and music education, strengthening cultural identity, fostering community consciousness, and all sectors are boosted for the overall educational effectiveness of youth poetry and music education.

5. Conclusion

With the continuous development of digital innovation, cultural confidence building and national unity education, the digital transformation of traditional aesthetic education is being advanced. Using AIGC to empower Chinese poetry and music youth in aesthetic education and cultivate a sense of community is an important way to modernise aesthetic education and nurture moral character. Chinese poetry and music are the spirit of the nation and its unity. Due to the limitations of the old model of aesthetic education, AIGC can change how poetry and music are taught. This paper takes a look at the current situation of aesthetic education, clarifies the internal links among the three, and explores new ways of curriculum form, rhythm and cadence. In the future, we should coordinate the application of technology with the humanistic foundation, continuously promote the innovation of poetry, music and aesthetic education, guide young people to appreciate the beauty of the integration of Chinese culture and multiculturalism, cultivate aesthetic ability, and firmly establish a sense of community for the Chinese nation.

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